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ABSTRACT

This document contains the fourth edition of a career planning and placement guide designed as a self-evaluation tool for practitioners involved in career planning and placement programs. A mission of career planning and placement services is briefly presented. The self-evaluation form of the career planning guide is presented in seven segments: (1) program; (2) organization and administration; (3) human resources; (4) funding; (5) facilities; (6) campus and community relations; and (7) ethics. For each segment, objectives are listed and a number of standards are described. Users are instructed to check in the boxes at the right of each standard whether the program, activity, or competency exceeds the standard, meets the standard, or needs improvement. In the program segment, objectives and standards are listed in the areas of career counseling, placement counseling and referral, and student employment. In the human resources segment, standards are listed for professional staff, support staff, and general. In the campus and community relations segment, standards are listed separately for the campus and for the community. All other segments are undivided and objectives and standards are presented for the segment topic in general. Space is provided for the user to write comments for each of the standards in the guide. (NB)

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CAREER PLANNING & PLACEMENT GUIDE

A Self-Evaluation Checklist for Career Planning & Placement Offices

CG 019231

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Foreword

This is the fourth edition of the Career Planning and Placement Guide, which has been used for self-evaluation of career planning and placement programs. This new version has been developed to coincide with the Standards for Career Planning and Placement, developed in 1984 by the Council for the Advancement of Standards.

Two other publications, the General Standards and Guidelines for Student Services/Development Programs and the Principles for Professional Conduct, should assist career planning and placement practitioners in evaluating their programs and should point up their important role. Both publications are available from the College Placement Council, Inc.

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Mission

Career planning is a developmental process that must be fostered during the entire period of a student's involvement with the institution. The primary purpose of career planning and placement is to aid current or former students in developing, evaluating, and effectively initiating and implementing career development plans. In addition, career planning and placement staff should give special attention to such groups as mature persons returning to the labor market and those engaging in career changes.

Career planning and placement services should help students to:

* Engage in self-assessment;
* Obtain occupational information;
* Explore the full range of employment options and/or graduate study;
* Present themselves effectively as candidates; and
* Obtain optimal placement in employment or further professional preparation.

Career planning and placement offices should also promote a greater awareness within their institutions about the world of work and the need for and nature of career development as a lifelong process.

Career Planning and Guides

Directions: The self-evaluation form is divided into seven segments:

I. Program
II. Organization and Administration
III. Human Resources
IV. Funding
V. Facilities
VI. Campus and Community Relations
VII. Ethics

Please check in the boxes at the right whether the program, activity, or competency **exceeds** the standard, **meets** the standard, or **improvement** is needed.

I. PROGRAM

A. Career Counseling

Career counseling includes the teaching of self-assessment in terms of the individual's needs, interests, aptitudes, abilities, educational background, traits of temperament, and academic achievement. Career counseling also aids the student in research of career information, establishment of short- and long-range goals, vocational testing, and interpretation.

Objectives

* Make reasoned, well-informed career choices that are not based on race/sex stereotypes.

* Analyze interests, aptitudes, abilities, previous work experience, personal traits, and desired lifestyle to promote awareness of the inter-relationship between self-knowledge and career choice.

* Obtain occupational information including, where possible, exploratory experiences such as cooperative education, internships, externships, summer and part-time jobs.

* Set short- and long-range goals based on these objectives.

Standards

1. Disseminate information on the availability of career counseling through (1) official college publications and catalogs, student handbooks, career planning and placement publications, brochures, bulletin board announcements, and campus media; and (2) presentations to academic classes, departments, student services, administrators, advisory staff, alumni association, community organizations, high schools, and employers.

E	M	I

Comments: _____

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2. Provide career counseling through regularly scheduled appointments with individuals and groups, and through career planning courses, outreach, and special topic programs.

E	M	I

Comments: _____

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3. Provide career counseling to students at any point in their college program. Encourage students to take advantage of career services as early as possible.

E	M	I

Comments: _____

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4. Help students to explore occupational areas through part-time and vacation work, cooperative education, internships, externships, and informational interviews with practitioners. Refer students to other counseling and resource agencies on and off campus if assistance needed is beyond the scope of career counseling.

E	M	I

Comments: _____

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5. Make career information available through (1) planned programs and conferences; (2) a career resource center that includes information on self-assessment, career planning, occupations, job market conditions, demands and trends, employers' organizational structure, and employer expectations; and (3) field visits through employer and alumni contacts.

E	M	I

Comments: _____

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6. Collect and maintain records and staff notes when deemed appropriate, for future work with the student (e.g., career needs analysis, academic records, vocational inventory, test results and evaluations, academic advisor and faculty comments, staff interview notes).

E	M	I

Comments: _____

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B. Placement Counseling and Referral

Objectives

Placement counseling and referral should assist students to:

* Clarify objectives and establish goals.

* Explore the full range of life/work possibilities including graduate and professional preparation.

* Prepare for the job search or further study.

* Present themselves effectively as candidates for employment or further study.

* Make the transition from education to the world of work.

Standards

1. Disseminate information on the availability and use of placement services (including any fee schedules) through catalogs, student service handbooks, and other university/college publications; through campus media, periodic career planning and placement publications, and announcements distributed throughout the campus community; through presentations to student and faculty groups; through regular orientation programs; and through presentations to professional, employer, civic, and alumni groups.

E	M	I

Comments: _____

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2. Register students who wish to use the career planning and placement services.

E	M	I

Comments: _____

_____

3. Collect and maintain records, credentials, and career information on candidates.

E	M	I

Comments: _____

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4. Schedule group sessions for presentation of information on placement counseling and referral services; conduct sessions on job-seeking techniques, including: application, correspondence and resumes; development of interview skills; use of the on-campus recruiting schedule; and mail campaigns using various employment sources as well as employer information. Discuss ethical obligations of students, employers, and others involved in the employment process.

E	M	I

Comments: _____

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5. Arrange individual and group sessions to help students:

   a. Assess interests, aptitudes, abilities, attitudes, needs, educational and experiential backgrounds, personal backgrounds, and desired lifestyle, and relate them to the realities of the labor market. | E | M | I |

   b. Establish short- and long-range career goals and implement action plans to achieve them through graduate or professional preparation or immediate employment. | E | M | I |

   c. Collect and provide information on current and projected employment opportunities and employers, including policies, products, locations, requirements, typical career paths, and corporate financial reports. Such information must be provided through various means to ensure candidates the widest possible choice of employment. Arrange presentations by employers, alumni, and other groups, and use personal contacts, letters, TV, radio, and press. | E | M | I |

   Comments: _____

   _____

6. Offer a variety of approaches to promote candidate-employer contacts such as campus interviews, direct referrals, correspondence campaigns, personal contact campaigns, publications, and reference directories. | E | M | I |

   Comments: _____

   _____

7. Provide information concerning graduate and professional programs, as well as employer-sponsored graduate and special study programs. | E | M | I |

   Comments: _____

   _____

8. Conduct follow-up studies of graduates and disseminate this information to appropriate segments of the college and employer communities. | E | M | I |

   Comments: _____

   _____

C. Student Employment

Student employment includes part-time, vacation, and experiential education programs which assist students in obtaining work experiences, financial resources, and/or the opportunity for academic credit.

Objectives

* Provide work experience as part of an occupational orientation and career development program.

* Provide financial assistance for students.

Standards

1. Disseminate information concerning the availability and use of student part-time and vacation employment, cooperative education assignments, internships, and externships.

E	M	I

Comments: _____

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2. Identify and register students obtaining information concerning their skills, abilities, qualifications, and availability in order to facilitate their employment.

E	M	I

Comments: _____

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3. Make students aware of employment sources and job-seeking procedures by offering a variety of approaches to promote student-employer contacts.

E	M	I

Comments: _____

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4. Maximize the use of student jobs as an integral part of career orientation and development.

E	M	I

Comments: _____

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5. Develop comprehensive employment opportunities.

E	M	I

Comments: _____

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II. ORGANIZATION AND ADMINISTRATION

Objectives

* Organize the career planning and placement office to effectively carry out its program.

Standards

1. Develop a set of policies and procedures, including a detailed description of the administrative process of the office, and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

E	M	I

Comments: _____

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2. Integrate career planning with placement. Career planning and placement should be organized as part of, or closely related to, the academic structure to increase faculty/staff awareness of the career development process and current employment trends. Career planning and placement should serve as a key point of contact between the institution and employers.

E	M	I

Comments: _____

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3. Career planning and placement may be offered by a separate student services unit and by other student services or institutional units such as counseling centers, financial aid offices, and academic departments.

E	M	I

Comments: _____

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4. Responsibility for part-time and vacation placement and for experiential education (cooperative education programs, internships, and externships) may all be included within the career planning and placement framework.

E	M	I

Comments: _____

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III. HUMAN RESOURCES

Objectives

* Employ professional staff members skilled in career planning, placement, and counseling who have the ability to function effectively with students, administrators, and employers.

* To ensure quality service to students, those providing career counseling should also attend to placement counseling and referral concerns.

Standards

A. Professional Staff

1. Appropriate graduate degrees for staff members include, but are not limited to: behavioral management science, counseling psychology, education, educational administration, guidance/counseling, industrial relations, personnel management, student affairs administration, and college student personnel.

E	M	I

Comments: _____

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2. Preparation in counseling techniques and methods of counseling also are necessary. Especially relevant to career planning and placement are courses such as the following: career development theory; counseling theory and techniques; internship/practicum; interpretation of vocational tests and inventories; interviewing techniques; occupational information; occupational research and manpower employment trends; placement office operations; principles of administration and decision-making including theory and practice of organizational and fiscal management; socioeconomic, ethnic, and legal implications; and theory of group dynamics.

E	M	I

Comments: _____

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3. Involvement in a continuing program of self-development in the field requires keeping abreast of conditions and developments that affect the profession. Self-development includes active participation in appropriate professional organizations and in-service training programs.

E	M	I

Comments: _____

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4. A variety of work experiences may be of considerable value to the career counseling function. | E | M | I |

Comments: _____

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5. A well-organized and effectively administered program should have professional leaders who:

a. Participate with university/college administration in making decisions about career planning and placement objectives and policies. | E | M | I |

b. Prepare and control the annual budget. | E | M | I |

c. Develop position descriptions and recruit all staff members. | E | M | I |

d. Plan and implement programs for staff development. | E | M | I |

e. Establish effective procedures for carrying out policies and programs. | E | M | I |

f. Maintain good public relations. | E | M | I |

g. Assign and supervise the functions and responsibilities of all staff. | E | M | I |

h. Conduct staff meetings regularly. | E | M | I |

Comments: _____

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B. Support Staff

6. The size of the clerical staff should be sufficient to perform these tasks: reception, secretarial, appointment and scheduling, maintenance and mailing of credentials and other files, maintenance of career information literature and facilities, compilation of statistics, preparation and mailing of office publications, intermediate office management and supervision, and other tasks required by office programs. | E | M | I |

Comments: _____

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7. Staff aides, graduate assistants, research aides, and interns may also be employed. For example, they can work in the career information center or conduct research. Under supervision, interns from appropriate graduate programs can counsel students.

E	M	I

Comments: _____

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C. General

8. Salary levels for staff are commensurate with similar professional, preprofessional, and clerical positions at the institution and reflect conditions within the local geographic area.

E	M	I

Comments: _____

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9. Staff employment profiles reflect representation of categories of persons who comprise the student population. Where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will demonstrate institutional commitment to both educational and societal goals of equal employment practices.

E	M	I

Comments: _____

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10. A system of staff selection and evaluation exists.

E	M	I

Comments: _____

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IV. FUNDING

Objectives

* Have a funding commitment sufficient to carry out the mission of the career planning and placement office.

Standards

Funding essential for providing effective services include:

1. Professional and support staff salaries. | E | M | I |

   Comments: _____

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2. Printing and copying. | E | M | I |

   Comments: _____

   _____

3. Postage. | E | M | I |

   Comments: _____

   _____

4. Telephone. | E | M | I |

   Comments: _____

   _____

5. Office supplies. | E | M | I |

   Comments: _____

   _____

6. Travel. | E | M | I |

   Comments: _____

   _____

7. Career/employment information. | E | M | I |

   Comments: _____

   _____

8. Resources such as reference books, newspapers.

E	M	I

Comments: _____

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9. Professional memberships and staff development.

E	M	I

Comments: _____

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10. Promotion/public relations.

E	M	I

Comments: _____

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11. Furnishings and equipment; maintenance and replacement of same.

E	M	I

Comments: _____

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12. Computerization.

E	M	I

Comments: _____

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13. Career Days, Lunches, etc.

E	M	I

Comments: _____

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V. FACILITIES

Objectives

* Provide space for at least the following: reception area, staff offices, a private office for the unit head, interview and counseling rooms, employer lounge, student registration and sign-up area, career resource center, office equipment, bulletin boards, work areas, storage, filing, and rooms for group meetings and conferences.

Standards

1. The number of counseling rooms at least equals the number of professional staff members.

E	M	I

Comments: _____

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2. The number of employer interview rooms has been determined by the annual employer demand for interviews.

E	M	I

Comments: _____

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3. The office is open a sufficient number of hours at appropriate times to provide maximum service.

E	M	I

Comments: _____

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4. Space for both recruiters and counselors provides privacy, adequate ventilation and lighting, sound proofing, and power sources for audiovisual aids.

E	M	I

Comments: _____

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5. Parking for visiting employers and graduate school representatives is adequate and convenient.

E	M	I

Comments: _____

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VI. CAMPUS AND COMMUNITY RELATIONS

A. Campus

Objectives

* Develop a working relationship that encourages the academic administration and faculty to maximize and give active support to an effective program for students and graduates.

* Promote better understanding between the institution and employers of the relationship of curricular and other activities to the career needs of and opportunities for students.

* Promote a systematic flow of information to the faculty and students from alumni concerning their own academic preparation, its relationship to the world of work, and their employment experiences.

Standards

The career planning and placement service should:

1. Define the roles that the academic administration and faculty can play in career planning and placement programs and discuss these roles with them at every appropriate opportunity.

E	M	I

Comments: _____

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2. Participate fully in such campus activities as faculty organizations and committees, general student orientation programs, classroom presentations, academic links between student preparation and careers, and student club career programs.

E	M	I

Comments: _____

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3. Exchange with the academic administration and faculty information concerning work-force needs, labor market trends, specific jobs, and placements that may be related to academic planning and curriculum development.

E	M	I

Comments: _____

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4. Arrange, if requested, for employer representatives, to meet with faculty and/or administrative staff individually or in groups in order to exchange information on career planning and placement of graduates.

E	M	I

Comments: _____

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5. Arrange appropriate programs that use alumni experience and expertise such as on-campus visits and participation in career planning seminars.

E	M	I

Comments: _____

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6. Prepare and disseminate annual and special reports, including career planning and placement philosophy, goals and objectives, current programs, statistical and interpretive information, and graduate follow-up information.

E	M	I

Comments: _____

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7. Create cooperative relationships, including mutual referral for services, exchange of information, sharing of equipment and space, and other appropriate coordination with services such as Financial Aid; Counseling Center; Orientation; Admissions; Services for Minorities, Handicapped, and Women; Alumni Office; Development Functions; Dean of Students; College Union; Housing Program; Academic Advisors.

E	M	I

Comments: _____

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B. Community

Objectives

The career planning and placement service must:

* Develop job opportunities on a continuing basis from a variety of employers.

* Provide all employers the opportunity to consider candidates for employment.

* Maximize students' exposure to employers through a variety of programs.

* Collect information on occupational trends and employers' needs.

* Encourage dialogue among employers, faculty, and administration concerning job needs and trends.

* Encourage employers to recognize career planning and placement services through public acknowledgment and/or other avenues of support.

Standards

1. Provide pertinent information to prospective employers, including curricula, academic calendar, estimate of enrollment by degree and discipline, and recruiting and interviewing logistics.

E	M	I

Comments: _____

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2. Exchange information with employers concerning their respective operations through activities such as on-site visits and exchange programs.

E	M	I

Comments: _____

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3. Assist employers in setting and confirming interviewing dates well in advance.

E	M	I

Comments: _____

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4. Exchange with employer representatives detailed information concerning interview schedules, job descriptions, desired applicant qualifications, and other arrangements as needed.

E	M	I

Comments: _____

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5. Arrange, if requested, for employer representatives to meet with faculty and/or administrative staff individually or in groups to exchange information pertinent to the career planning and placement of graduates.

E	M	I

Comments: _____

_____

6. Schedule candidates for on-campus recruitment interviews.

E	M	I

Comments: _____

_____

7. Make appropriate credentials available to interviewers as provided by law.

E	M	I

Comments: _____

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8. Encourage employer participation in programs such as career planning courses, career conferences, career and alumni fairs.

E	M	I

Comments: _____

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9. Encourage employers to list staff needs on a continuing basis and to provide information concerning job offers and hires, including salaries.

E	M	I

Comments: _____

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10. Encourage employer compliance with ethical and legal obligations under the equal employment opportunity laws.

E	M	I

Comments: _____

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11. Encourage employer participation in off-campus activities relating to career counseling, placement, and employment, including professional associations.

E	M	I

Comments: _____

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VII. ETHICS

Objectives

* Maintain the highest standards of ethical behavior.

* Adhere to: **Principles for Professional Conduct.**

Standards

1. Referral of an employed graduate to another employer is preceded by that person's request for referral.

E	M	I

Comments: _____

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2. Information disclosed in individual counseling sessions as well as in records remains confidential, unless permission is given by the student.

E	M	I

Comments: _____

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3. Conditions of employment and salary offers made to an individual by an employer are not divulged in personally identifiable form by career planning and placement office staff.

E	M	I

Comments: _____

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4. Career planning and placement office personnel use their best efforts to ensure that the student's selection of a career or a graduate school is protected from improper influence by faculty, placement staff, and employers.

E	M	I

Comments: _____

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5. Staff is aware of and complies with provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.

E	M	I

Comments: _____

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6. Staff ensures that students have access to services on a fair and equitable basis.

E	M	I

Comments: _____

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7. Staff avoids any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution.

E	M	I

Comments: _____

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8. Staff ensures that funds are handled in accordance with established and responsible accounting practices.

E	M	I

Comments: _____

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9. Staff recognizes the limits of their training, expertise, and competence and refers students in need of further expertise to persons possessing appropriate qualifications.

E	M	I

Comments: _____

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10. The career planning and placement staff subscribes to and abides by the **Principles for Professional Conduct**.

E	M	I

Comments: _____

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